

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant

Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	Place date stamp here.
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Kirbyville CISD	121905		
Vendor ID #	ESC Region #		
1746001533	5		
Mailing address	City	State	ZIP Code
206 E. Main St.	Kirbyville	TX	75956

Primary Contact

First name	M.I.	Last name	Title
Susan	A	Forthman	Consultant
Telephone #	Email address		FAX #
210.896.1690	acontracts@icloud.com		acontracts@icloud.com

Secondary Contact

First name	M.I.	Last name	Title
Georgia		Sayers	Assistant Superintendent
Telephone #	Email address		FAX #
409.423.7521	gsayers@kirbyvillecisd.org		409.423.2284

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Thomas		Wallis	Superintendent
Telephone #	Email address		FAX #
409.423.2284	twallis@kirbyvillecisd.org		409.423.2284

Signature (blue ink preferred)

Date signed

October 18, 2017

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 121905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 121905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 121905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 121905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Kirbyville Consolidated Independent School District (Kirbyville CISD) seeks to enhance our health science career cluster, which currently offers only one certification for Certified Nursing Assistant (CNA), to include additional pathways for students to obtain licenses as a Licensed Vocational Nurse (LVN) and a Registered Nurse (RN).

The Deep East Texas Local Board of the Texas Workforce Commission (TWC) has identified both RN and LVN as *Target Occupations* for Jasper County and the surrounding region. *Target Occupations* are defined as high-growth, high-demand, and emerging occupations critical to state and local economics. In addition, RN and LVN are listed as the first and fourth (respectively) of the top 25 occupations earning above median wage in the Deep East Texas region, ranked by highest projected number of jobs. LVNs in our region earn a salary over \$40,000 while RNs earn over \$59,000. There are 3,815 jobs projected annually in the state of Texas for LVNs and 10,815 for RNs.

In partnership, Kirbyville CISD and Lamar State College – Orange (LSC-O), will offer a Vocational Nursing Program that prepares students to take the National Council Licensure Examination (NCLEX – PN/VN) to be an LVN. For those students seeking an RN license, the LVN Program is the foundation for the Associate of Applied Science Upward Mobility Nursing Program at LSC-O. Upon completion of the LVN program, Kirbyville CISD students will be eligible to apply for this degree program which results in eligibility to take the NCLEX-RN to be an RN. LSC-O provides a pipeline to Lamar University and other institutions of higher education for those students who wish to continue beyond this point to pursue a Bachelor of Science in Nursing (BSN) and/or Master of Science in Nursing (MSN) degree. Thus, our partnership will provide multiple secondary and post-secondary options for students in the Health Science Cluster, tailoring programs to the needs and goals of each student.

Pathway 1: Vocational Nursing Program/LVN License – In their sophomore or the beginning of their junior year, students will complete entry requirements for the Vocational Nursing Program and will begin the program no later than the spring semester of their junior year. Courses will be taught through a combination of a two-way interactive online platform (Blackboard Collaborate), on-site laboratory instruction, and clinical experiences. The work-based learning provided in clinical experiences at local medical facilities will take place under the supervision of an LSC-O clinical supervisor at a ratio of one supervisor to ten students. Upon successful completion of the program, students will sit for the NCLEX – PN/VN Exam. Students will have the opportunity to complete this program while in high school and enter the workforce and/or a college degree program as an LVN immediately following high school graduation.

Pathway 2: LVN to Associates of Applied Science Degree/RN License – Students who receive the LVN license through this partnership and complete all prerequisites will be eligible to apply for the Upward Mobility Nursing Associate of Applied Science Degree at LSC-O. In addition to the requirements met through completion of the LVN program, students at Kirbyville CISD will have the opportunity to complete up to 25 hours of the general education requirements for this degree through dual credit and/or AP courses while in high school. Entering this program with an LVN License will also afford those students who need to do so an opportunity to work in a high-wage, high-demand job while attending college.

Pathway 3: CNA Certificate to Vocational Nursing Program/LVN License – Students who complete the CNA certification (also a top 25 occupation earning above median wage in the Deep East Texas Region) but do not finish the

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 121905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

LVN program while in high school (including the students who are currently juniors and seniors and may not have room in their schedules to complete the full program) will have the opportunity to meet entry requirements into the LVN program at LSC-O and to earn up to 14 hours of equivalent college credit toward this program. They will also have the benefit of the supervised clinical experience (work-based experience), occurring in partnership with Timberidge Nursing and Rehabilitation Center in Jasper, Texas, and the ability to work in a high-demand, high wage field (CNA) while attending college for the LVN program if they choose to do so. Kirbyville CISD is also in the process of adding certifications in phlebotomy and Certified Medical Assistant (CMA), providing additional options for this pathway.

Pathway 4: BSN and/or MSN – Students who complete the Associates of Applied Science Degree in Nursing at LSC-O, including completion of all core requirements, will have met requirements to transfer into a four-year university to complete a BSN and/or MSN degree.

Work-based learning opportunities will be enhanced, providing additional and deeper real-world experiences through the clinical internships and externships in which students will engage. The number and varied experiences of student mentors and clinical settings will expand beyond the long-term care facility in which students currently complete their practicum for the CNA program. In a recent meeting with Angelina College and Hudson High School in Lufkin, Texas, who have partnered to offer an LVN program for high school students, the Dean of Nursing and the Career and Technology Director expressed that one of the key factors impacting student success in the program was the presence of a mentor for the student who works in a medical profession and can share real-world experiences. For this reason, Kirbyville CISD will focus on connecting each student to a mentor by partnering with local community members and businesses familiar with the field. Both Angelina College and Hudson High School have agreed to continue to mentor the Kirbyville CISD team planning and implementing the new health science pathways by sharing lessons learned through the implementation of their similar nursing program. In addition, through our area Superintendent cohort, the Kirbyville CISD superintendent has connected with neighboring districts to invite their collaboration in this project.

In order to ensure that students meet the entry requirements for their selected pathway, support will be provided to prepare for success on the Texas Success Initiative (TSI), the nursing school entrance examination - Test of Essential Academic Skills (ATI-TEAS) - and the LVN licensure exam, the NCLEX – PN/VN. This will include integration of the exam content and format into daily instruction in the health science curriculum and academic curriculum and tutoring/test preparation sessions. In order to effectively support the more rigorous curriculum this transition will require, the health science teacher, core content teachers, and the school counselor will participate in professional development to enhance their capacity to guide and instruct students. Professional development will be provided by LSC-O, Education Service Center Region 5, the College Board, test preparation experts, and professional organizations such as the Texas Health Occupations Association. Core teachers and the health science teacher will collaborate to ensure the Texas Essential Knowledge and Skills for mathematics, science and health science courses are connected in meaningful ways. The counselor will build additional knowledge and skills to assist students – in partnership with their parents - to identify career aptitudes and interests, to create post-secondary plans as an extension of their high school four-year plans, and to develop the necessary skills such as study skills and time management to succeed in their high school course-load and prepare for the transition to college and work in this public service field.

Kirbyville ISD is committed to the success of this program, and that commitment and the program will be strengthened through the community, business, and higher education partners' involvement woven throughout.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 121905	Amendment # (for amendments only):
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)	
Grant period: November 13, 2017, to August 31, 2018	Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$9,020	\$0	\$9,020	\$11,055
Schedule #8	Professional and Contracted Services (6200)	6200	\$25,850	\$3,750	\$29,600	\$9,750
Schedule #9	Supplies and Materials (6300)	6300	\$27,080	\$0	\$27,080	\$4,195
Schedule #10	Other Operating Costs (6400)	6400	\$9,300	\$0	\$9,300	\$5,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$71,250	\$3,750	\$75,000	\$30,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$3,750

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 121905				Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional						
1						
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Title				\$	\$
22	Title				\$	\$
23	Title				\$	\$
24	Subtotal employee costs:				\$	\$
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			\$900	\$
26	6119	Professional staff extra-duty pay			\$7,300	\$10,050
27	6121	Support staff extra-duty pay			\$	\$
28	6140	Employee benefits			\$820	\$1,005
29	61XX	Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs				\$9,020	\$11,055
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$9,020	\$11,055

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 121905		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Test Preparation for TSI Exam	\$2,850	\$2,000
2	Professional Development for Teachers, Counselors, and Administrators	\$3,000	\$2,000
3	Grant Administration	\$3,750	\$5,750
4	Lamar State College (Instructors/Coursework/Internships)	\$20,000	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$29,600	\$9,750
c. Remaining 6200—Professional and contracted services that do not require specific approval:			\$9,750
(Sum of lines a, b, and c) Grand total		\$29,600	\$9,750

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 121905

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$27,080	\$4,195
Grand total:		\$27,080	\$4,195

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 121905		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$9,300	\$5,000
Grand total:		\$9,300	\$5,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 121905				Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 121905

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	919	59.7%	
Limited English proficient (LEP)	39	2.5%	
Attendance rate	NA	95.4%	
Annual dropout rate (Gr 9-12)	NA	1.3%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	20	19%	
6-10 Years Exp.	18	17.1%	
11-20 Years Exp.	34	32.4%	
20+ Years Exp.	25	23.9%	
No degree	4.8	4.5%	
Bachelor's Degree	86.5	82.4%	
Master's Degree	12.8	12.1%	
Doctorate	1	1%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										28	6	11	16	61

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										4	4	4	4	16

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Schedule #13—Needs Assessment

County-district number or vendor ID: 121905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each spring, Kirbyville CISD and Kirbyville High School convene planning teams representing stakeholders to conduct a comprehensive needs assessment. Student outcome data is collected and analyzed in comparison to goals and standards, similar data from the previous three years, and campuses and districts with like characteristics. The types of data examined are both quantitative and qualitative and include, but are not limited to: accountability and student assessment data; behavior, attendance, and graduation data; staff, parent, and community data; college and career readiness data; fiscal data; and program evaluations. Data is disaggregated by special populations to determine if gaps in performance exist.

Based on this analysis, teams identify strengths and need. Problem statements are created and prioritized based on their level of impact on student success. Root causes are then identified in order to inform solutions.

During this process in the spring of 2017, one area examined by Kirbyville administration, teachers, support staff, students, parents, and community and business representatives was the effectiveness of the high school programs connecting students to careers and college through Career and Technology Education (CTE) opportunities.

It was noted that although 96% of the students enrolled in Kirbyville High School were enrolled in a coherent sequence of courses, only 10 graduated with a certification enabling them to enter a career that met the requirements to be considered a high-wage, high-demand job in the region of Deep East Texas. According to the American Community Survey administered by the U.S. Census Bureau, the median income in Kirbyville in 2015 was \$22,639 which is approximately half of the median income in Jasper County and much less than half of the median income in Texas, and 26.3% of households were living in poverty. A critical need was identified to better prepare Kirbyville High School students for opportunities to secure jobs that provide a high wage and are in high demand.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 121905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Although 368 students are currently enrolled in a CTE coherent sequence, only 10 achieved a certification in a high-demand, high-wage field during the 2016-2017 school year.	Add opportunity to earn a license in a high-wage, high-demand field – Licensed Vocational Nurse (LVN) and provide a pathway to an additional license as a Registered Nurse (RN)
2.	According to the 2015-2016 Texas Academic Performance Report (TAPR) 99% of Kirbyville students were college and career ready in the most recent year for which data is available. However, only 47.8% were enrolled in an Institution of Higher Learning.	Strengthen link between high school and college CTE programs for students through the LVN and RN programs offered in partnership with LSC-O
3.	Only 12 (-11 th grade students qualified to take dual credit courses based on TSI testing last school year.	Provide TSI preparation through integrated content, real-world experiences with content, tutoring, and TSI prep sessions
4.	According to the U.S. Census Bureau, the median household income in Kirbyville in 2015 was \$22,639, and 26.3% of households lived in poverty.	Increase access for Kirbyville CISD graduates to high-wage, high demand jobs through the opportunity to obtain an LVN license in high school and an RN license and Associates Degree of Science in Nursing within two years of graduation
5.		

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By TEA staff person:

Schedule #14—Management Plan					
County-district number or vendor ID: 121905				Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Health Science Teacher	Texas Teacher Certification, RN License, Industry experience in nursing in a variety of clinical settings, College-level teaching experience			
2.	Counselor	Texas Counselor Certification, Masters Degree in Counseling, Trained in effective guidance counseling for career pathways and college readiness, Successful experience providing academic guidance to high school students and their families			
3.	Project Manager	Texas Superintendent, Principal, and Teaching Certification, Master of Education Degree, Trained in Career and Technology Education (CTE) requirements and best practices and college readiness, Experience leading district level programs, Expertise in federal grant requirements			
4.	Lamar State College Clinical Supervisor	RN License and minimum of three years experience.			
5.	Lamar State College Liaison	Vice President of Academic Affairs. Dual Credit Administrator with experience articulating dual credit programs.			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone	Begin Activity	End Activity	
1.	Recruit and retain students	1. Hold information sessions for students and families	01/15/2018	08/31/2018	
		2. Review and revise four year plans with candidates	01/15/2018	08/31/2018	
		3. Recruit/train mentors in medical field	03/01/2018	08/31/2018	
		4. Train staff to support students in program	03/01/2018	08/31/2018	
		5. Develop detailed plan for successful implementation	12/15/2017	05/30/2018	
2.	Students meet prerequisite course requirements for LVN Program	1. Align HS course w/ LSC-O Basic Nursing and Clin I	12/15/2017	05/30/2018	
		2. Schedule/Design Anatomy and Physiology classes	12/15/2017	04/30/2018	
		3. Begin Anatomy and Physiology classes	06/01/2018	08/31/2018	
		4.	XX/XX/XXXX	XX/XX/XXXX	
		5.	XX/XX/XXXX	XX/XX/XXXX	
3.	Students meet testing requirements for LVN program	1. Integrate TSI preparation into curriculum/internships	01/05/2018	08/30/2018	
		2. Hold TSI preparation sessions and tutoring	02/01/2018	08/30/2018	
		3. Integrate ATI-TEAS prep into curriculum/internships	01/05/2018	08/30/2018	
		4. Hold ATI-TEAS preparation sessions and tutoring	02/01/2018	08/30/2018	
		5. Administer Exams	04/01/2018	06/30/2018	
4.	Create MOU between Kirbyville CISD and LSC-O	1. Design and articulate plan	12/15/2017	03/01/2018	
		2. Present to stakeholders for input	03/01/2018	04/01/2018	
		3. Obtain Board approvals and signatures	04/01/2018	05/01/2018	
		4. Form project steering committee & hold meetings	01/15/2018	08/30/2018	
		5.	XX/XX/XXXX	XX/XX/XXXX	
5.	Train Staff	1. Train staff on TSI and ATI-TEAS requirements	01/05/2018	08/30/2018	
		2. Provide time for guided collaborative planning	01/05/2018	08/30/2018	
		3. Train staff on LSC-O requirements and curriculum	01/05/2018	08/30/2018	
		4. Train counselor on academic advising for program	12/15/2017	08/30/2018	
		5. Provide time to review student data and adjust	02/01/2018	08/30/2018	
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 121905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Kirbyville CISD and the Kirbyville High School site-based decision making committees meet monthly to review progress in the implementation of the activities described in the district and campus improvement plans and to review formative data that describes progress toward meeting goals and objectives. As progress and goal attainment is reviewed, plans are adapted – as deemed necessary – to adjust course for those activities not achieving expected success. Revised plans are communicated to stakeholders by site-based decision committee members, administration, and instructional leaders through faculty meetings, department meetings, leadership meetings, partner meetings, minutes, and electronic communication. The Kirbyville CISD School Board also schedules time at their meetings to hear reports from those implementing projects leading to the accomplishment of Board Goals and to monitor progress. The implementation of the project proposed in this application will be consistently reviewed, monitored, and adjusted within this process.

In addition, a steering committee formed for the implementation of the Kirbyville CISD Perkins Reserve Grant Project will meet quarterly to review project data, discuss implementation and goal attainment, and adjust plans as needed to ensure the success of the project. The committee will consist of all key members of the project team to include Kirbyville CISD staff, partners, and students.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kirbyville CISD currently offers the CNA certification as one pathway in the health science program, to include clinical experiences and certification testing. The LVN and RN programs are, therefore, an extension of the nursing career ladder that is currently in place in the health science cluster. Kirbyville CISD has also partnered previously with LSC-O to offer dual credit opportunities for students and LSC-O is experienced in articulating and providing dual credit agreements. Project participants will be involved in all stages of program planning and implementation and a support system will be in place to coach each to success.

Coordinated funding will be thoughtfully applied and existing resources at both institutions and the community leveraged. The program will be integrated fully into Kirbyville CISD high school programs to ensure longevity.

Through the area superintendent cohort to which Kirbyville CISD belongs, the superintendent will collaborate with superintendents from neighboring districts and Region 5 support staff to explore opportunities for sustainability of the program in the region.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 121905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Collection, analysis, and reporting of quantitative student participation data	1.	# of industry experiences provided and # of students who participated
		2.	# and kind of significant learning opportunities with partnering organizations
		3.	# and % of at-risk and non-traditional students participating
2.	Collection, analysis, and reporting of quantitative student achievement data	1.	# of industry certifications earned and # of students earning one or more
		2.	Average # of college hours earned per student
		3.	# of students making progress toward graduation
3.	Collection, analysis, and reporting of quantitative partner data	1.	Kind/# of opportunities for CTE teachers/higher ed faculty collaboration
		2.	# of strategic partners providing identified program of study
		3.	# of industry mentors and number of students with mentors
4.	Student, staff, parent, and partner interviews and surveys	1.	Level of satisfaction with program
		2.	# and method of opportunities to provide input impacting program
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Prior to implementation of the project, a data collection and reporting plan will be designed and communicated to staff to include definitions of each data element to be collected, source of data, person responsible, a timeline for collection and reporting, and a monitoring system. Data will include project-created data, student achievement data, and artifacts such as sign-in sheets and student transcripts. Where possible, data will be reported and compiled electronically to minimize the paperwork burden. The grant administrator will compile data into reports for review and action by the site-based decision committees, the project manager, and the steering committee. Data will also be reported as required to the TEA and appropriate boards. While formal review and problem-correction will occur during monthly site-based decision committee and quarterly steering committee meetings, mechanisms will be in place and communicated to all project staff and participants who have "boots on the ground" in the program to report a problem and suggest a solution at any time.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 121905

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Kirbyville CISD is located in Jasper County. The local workforce development board serving our geographical area is Workforce Solutions Deep East Texas. Workforce Solutions Deep East Texas, based on a number of economic indicators and local wisdom, has identified high-growth, high-demand and emerging occupations that are critical to the state and local economies. As a customer of Workforce Solutions Deep East Texas, we take advantage of their guidance for economically relevant occupational training. Through communication and collaboration with the primary office in Lufking, Texas and the satellite office in Jasper, we have identified the LVN and RN programs as economically relevant. Kirbyville CISD has reviewed the Target Occupations identified by the Board and their programs of study to inform and improve the CTE programs we offer to our students. Licensed Vocational Nurse and Registered Nurse are identified as Target Occupations for the Deep East Texas Region as well as for the state of Texas. In addition to high-demand jobs, these are also identified as high-skill and high-wage jobs. The workforce commission has identified a projected growth rate for these professions of over 19.3% over the next ten years. The workforce position will provide job placement assistance for Kirbyville students who complete these programs.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 121905

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

In partnership with LSC-O, Kirbyville CISD will offer pathways on the nursing career ladder that span secondary and postsecondary education, resulting in licenses to practice in jobs identified as high-demand, high-skill, and high-wage by Workforce Solutions Deep East Texas, our local regional workforce board. By expanding, and enhancing the current health science program at Kirbyville High School; we are designing a pathway that builds upon rigor as students progress through high school by increasing the number of dual credit courses, redesigning curriculum in current high school courses, enabling Kirbyville and LSC-O teachers to co-teach and collaborate, expanding the depth of clinical experiences, and preparing students to sit for the NCLEX – PN/VN to secure an LVN license. In addition, the high school program will prepare students to continue, following graduation, on a fast track to complete an Associates of Science Degree in Nursing that prepares students to sit for the NCLEX-RN to obtain an RN license. The rigorous sequence of courses for these two programs is outlined on page 23 of this application.

In moving from a clinical experience that engages students in work-based learning for a CNA certificate to the increased rigor of college-level immersion in the responsibilities of an LVN, students will experience an increase in the depth and breadth of their internship.

The more rigorous program will demand additional support for students and teachers, and these will be built in throughout the program. Targeted professional development activities will be planned for the health science teacher and core content teachers, along with time to collaborate with each other and with the LSC-O teachers in the design and implementation of the revised curriculum. Students will access tutorials, test preparation activities, and opportunities to meet some program requirements during the summer months. Each student in the program will be connected with a mentor who is working or has worked in the field of medicine. Families and partners will also be engaged in the support network. Finally, the counselor will receive additional training and resources to support students and their families as they move through the program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 121905

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Licensed Vocational Nursing Program

High School Course	College Course	Method of Delivery	When Taken
Anatomy & Physiology DC	Anatomy & Physiology I & II	Online – LSC-O	Summer 10 th /Fall 11 th
Anatomy & Physiology DC	Anat. & Phys. Lab I & II	Articulating	Summer 10 th /Fall 11 th
Health Science Clinical	Clinical I Practical Nurse	Internship – HS Instr.	10 th
Principles of Health Sci.	Basic Nursing Skills	High School	9 th
	Essentials of Med. Admin.	Online – LSC-O	11 th
Health Science Theory	Applied Nursing Skills I	HS w/ LSC-O Instructor	11 th
Health Science Clinical	Clinical II Practical Nurse	Internship – LSC-O Sup.	11 th
	Nutrition & Diet Therapy I	Online – LSC-O	11 th or 12 th
Health Science Theory	Vocational Nursing Concepts	Online – LSC-O	11 th or 12 th
	Mental Health	Online – LSC-O	11 th or 12 th
Pharmacology	Pharmacology	High School	11 th
	Lifespan Growth & Develop.	Online – LSC-O	12 th
	Mental Illness	Online – LSC-O	12 th
	Maternal-Neonatal Nursing	Online – LSC-O	12 th
	Pediatrics	Online – LSC-O	12 th
Extended Practicum	Applied Nursing Skills III & IV	HS w/ LSC-O Instructor	11 th /12 th
Health Science Clinical	Clinical III & IV Practical Nurse	Internship – LSC-O Sup.	11 th /12 th

Upward Mobility Nursing Associates of Applied Science Degree (Registered Nurse License)

High School Course	College Course	Method of Delivery	When Taken
	Microbiology	LSC-O	Summer 12 th
English III or IV AP or DC & College Algebra AP or DC	Composition I/College Algebra	TXVSN	11 th or 12 th
	Health Assessment	LSC-O	Summer 12 th
	Nursing Pathophysiology	LSC-O	Summer 12 th
Psychology AP or DC	General Psychology	TXVSN	11 th or 12 th
Speech AP or DC	Speech Communication	TXVSN	11 th or 12 th
DC Art or Music	Creative Arts	TXVSN	11 th or 12 th
	Transition Vocational to Professional Nursing	LSC-O	Sem I College
	Clinical I, II, & III	LSC-O	Sem I, II, & 3 College
	Clients with Complex Needs	LSC-O	Semester I College
	Nursing Jurisprudence	LSC-O	Semster II College
	Community-based Nursing	LSC-O	Semester II College
	Integrated Client Care	LSC-O	Semester III College

Note: Kirbyville CISD and LSC-O are in the process of reviewing high school course TEKS and college curriculum to determine alignment and articulate dual credit. Innovative courses are also being considered. The crosswalk above is a draft until this process is complete. Also, multiple four-year plans are being developed to tailor to students in the existing program at different levels.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 121905

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Lamar State College – Orange (LSC-O) – Students will be dual enrolled at Kirbyville HS and LSC-O in the LVN Program. Students will be prepared to continue, following graduation, in the Associates Degree of Science in Nursing (RN) program.

Industry Partners - Students will intern at Christus Jasper Memorial Hospital, Timberidge Nursing and Rehabilitation Center, and various community sites for required clinical experiences/work-based learning.

Workforce Solutions Deep East Texas – Project team will collaborate with Workforce Solutions for resources and guidance during planning and implementation phases. They will provide job placement services for students once they complete the program.

Community Mentors in the Medical Field – Each student in program will be connected with a mentor with experience in the medical field

Education Service Center Region V – Project team will collaborate with Region V staff for training, guidance and resources.

College Board – College Board will provide TSI training and materials.

Neighboring School Districts – Kirbyville CISD Superintendent is collaborating with superintendents in regional cohort to determine how program can serve neighboring districts.

Angelina College and Hudson High School – Angelina College and Hudson High School are currently partnering to provide an LVN program for high school students. The Kirbyville CISD project team is collaborating with them to learn from their experiences and seek expert guidance.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The LSC-O Nursing Program has an existing advisory board consisting of clinical affiliates (7 hospitals, 15 long-term care facilities, and 30 community-based settings). A subset of these affiliates (those geographically closest to Kirbyville CISD such as Christus Jasper Memorial Hospital) will provide relevant and frequent industry experiences for students through clinical experiences. In addition, the advisory board assists in development of curriculum by communicating industry standards and evaluating overall intern preparation in respect to those standards, thereby creating a cycle of continuous improvement.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 121905

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Kirbyville CISD will sustain the programs described in this application beyond the life of the grant funding by building internal capacity and strengthening connections with partners. While the program will be resource-intensive as it gets off the ground, but Kirbyville CISD will leverage the grant funding and support to put systems in place that will support the proposed pathways long-term in the following manner:

- **Teacher and Counselor Training** – Training provided during the life of the grant will build the capacity of the teachers and counselor in so that they will become trainers for new staff. In addition, they will build a network of support through collaboration with each other, those they connect with during training and implementation, and the resources received during trainings.
- **Mentor Recruitment and Training** – Initially, an intensive outreach effort will be necessary to identify and recruit mentors. The mentor program and training will need to be designed and implemented from the ground up. After the program becomes practice, participating mentors will assist in recruiting colleagues, and students who complete the program can also serve as mentors. The program will be refined and training can be done from within the mentor program based on experience.
- **Equipment and Materials** – The initial investment in equipment and materials will be the greatest for this new program. Following these purchases, the district will need only to maintain equipment and replace consumables unless there is a significant change in industry standards.
- **Increased Enrollment** – As the program grows, enrollment will increase - generating additional funds to support the growth.
- **Leveraging Resources Among Partners** – As partnerships grow and develop, we will be able to identify resources within each organization that can be shared to add value to the program as a whole.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 121905

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

In collaboration with Deep East Texas Workforce Solutions and their industry partners, LSC-O, and area superintendents, Kirbyville CISD has identified the following capstone industry certifications and accompanying programs of study to enhance our health science program:

Licensed Vocational Nurse (LVN) – LVNs work under the supervision of doctors and registered nurses in hospitals, clinics, assisted living facilities, homes, or any other setting where basic nursing care is needed. LVNs monitor patients by measuring their vital signs, like heart rate and blood pressure. They may also perform other medical duties such as administering medication, collecting samples, dressing wounds.

Registered Nurse (RN) – RNs perform medical duties such as administering medication, consulting with other healthcare providers, monitoring patients, responding to emergencies, educating individuals and family, and managing medical records. They may also specialize in areas such as cardiac care, family practice, geriatrics, labor and delivery, and emergency nursing.

Kirbyville CISD will add a pathway in our health science program for students to complete an LVN program and to earn credit toward an Associates Degree in Nursing and an RN license. These are both identified as high-skill, high-wage, and high-demand occupations in the Deep East Texas area.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 121905

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The current health science program at Kirbyville CISD has one successful pathway to the capstone industry certification as a CNA. Adding the option to obtain an LVN certification and meet pre-requisites for an Associates of Science in Nursing and RN certification empowers students with more advanced options in high-skill, high-wage, and high-demand careers. Students in our health science program have access to well-paying jobs. Those who continue in a college nursing program will be able to work in the same field they are studying to assist in paying for college while they also earn valuable work experience and make connections for future employment and career advancement.

The work-based learning programs at Kirbyville High School will be enhanced in depth and breadth by the enhanced clinical experiences provided in the LVN program. Currently, all students in the health science program complete their internships at a long-term residential care facility. The addition of the LVN program will expand the settings to include industry partners such as a hospital and community-based healthcare. The experiences will also be more advanced.

With the award of this grant, the CTE program at Kirbyville CISD will increase our capacity to connect high school to work and to college through the implementation of new certifications in the medical field.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 121905		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 121905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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